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ABSTRACT

An oral language program was instituted at DeZavala Elementary School (San Antonio, Texas) for pupils from kindergarten and grades 1 and 2 who were identified as having difficulty with oral English expression and in understanding instruction given in other than Spanish. The program employed a bilingual teacher and aides who worked with 4-8 pupils each school day for 30-40 minutes. The children were given intense auditory training in English and Spanish using music and rhythms, and were given motor skill exercises on speech equipment. Goals were revised as slowly or as rapidly as skill improvement demonstrated. Teachers found that, as a result of the program, high risk pupils increased efforts to participate in class work, that language skills in understanding instructions in English and Spanish were improved, and that attendance surpasses class averages. Non-English speaking mothers were used to help the children with motor skill equipment. Although success of the program caused several aspects to be continued in the school, the report recommended further research relating language disability and weaknesses of motor skills. Seven factors which possibly contributed to the success of the practicum were also given. (Author/KM)

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ORAL LANGUAGE AND MOTOR SKILLS FOR NON-ENGLISH SPEAKING CHILDREN

by

Effie Mae Davis
Principal, DeZavala Elementary School
San Antonio, Texas

Practicum report, submitted in partial fulfillment of the requirements for the degree of Doctor of Education, Nova University

October 1973

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ORAL LANGUAGE AND MOTOR SKILLS FOR NON-ENGLISH SPEAKING CHILDREN
(Practicum report submitted to meet requirements for the degree of Doctor of Education, Nova University, Ft. Lauderdale, Florida.)

DeZavala Elementary School, San Antonio, Texas

An oral language program was instituted at one elementary school for pupils from kindergarten and grades 1 and 2 who are identified as having difficulty with oral English expression and in understanding instructions given other than in Spanish. The program employed a bilingual teacher and aides who worked with groups of four to eight pupils each school day for 30 to 40 minutes. The children were given intense auditory training in English and Spanish using music and rhythms, and were given motor skill exercises "involving all body muscles" on speech equipment. Goals were revised as slowly or as rapidly as the improvement in skills demonstrated. Class teachers found that as a result of the program, the identified high-risk pupils increased efforts to participate in class work, that language skills in understanding of instructions in English and in Spanish were improved, and that attendance surpassed class averages. It was also discovered that non-English speaking mothers could help the children with motor skill equipment. Although success of the program has caused several aspects to be continued in the school, the author recommends further research relating language disability and weaknesses of motor skills.

TABLE OF CONTENTS

PAGE

ABSTRACT iii

INTRODUCTION iv

IDENTIFYING THE PROBLEM 1

CONCEPTUALIZING A SOLUTION 2

DEVELOPING THE PRACTICUM DESIGN 3

Role of the Principal in Planning 3
Implementing the design 3
Provision For Further Evaluation 3
Participants in the Program 4
Facilities and Needs 5
The Time Factor 5

EVALUATION OF THE PRACTICUM 5

ANALYSIS OF THE PRACTICUM 6

Goals and Objectives 6
Unplanned results of efforts 6

EVALUATING PRACTICUM RESULTS 7
Treatment of the Data 8
Analysis and Interpretation of Data 8

TABLES

I. ABILITY TO FOLLOW DIRECTIONS

COMPILATIONS:

1 Kindergarten 9
2 Grade One 10
3 Grade Two 11

II. ORAL LANGUAGE DEVELOPMENT

SUMMARIES:

4 Kindergarten: Spanish and English 12
5 Analysis: English 12
6 Analysis: Spanish 13
7 Grade One: Spanish and English 13
8 Analysis: English 14
9 Analysis: Spanish 14

TABLES II. ORAL LANGUAGE DEVELOPMENT (Continued)
10 Grade Two: Spanish and English 15
11 Analysis: English 16
12 Analysis: Spanish 16

III. MOTOR-SKILL DEVELOPMENT
SUMMARIES:
13 Kindergarten: Skip, Jump and March 17
14 Analysis: Skip 18
15 Analysis: Jump 18
16 Analysis: March 18
17 Grade One: Skip, Jump and March 19
18 Analysis: Skip 20
19 Analysis: Jump 20
20 Analysis: March 20
21 Grade Two: Skip, Jump and March 21
22 Analysis: Skip 22
23 Analysis: Jump 22
24 Analysis: March 22

SIGNIFICANCE OF THE DATA 23

CONCLUSIONS AND SUMMARY 24

Areas of Weakness 24
Areas of Strength 24
Faculty Overview 25
Factors Contributing to Success 25

APPENDIX 28

ABSTRACT

The purpose of this practicum was to improve the oral language and motor skills of non-English speaking Mexican-American children at De Zavala Elementary School. A Bilingual teacher and aides worked with the children for a short period each day, seeking to develop language and motor skills through intensive excercises. Class teachers found that the pupils returned to their regular classroom and made increased efforts to participate. Language skills and understanding of instructions in English and in Spanish were improved through the program. Evaluation of the strengths and weaknesses of the program caused several aspects of the program to be continued. Further research relating language disability and weaknesses in areas of motor skills is recommended.

INTRODUCTION

The problem of Non-English speaking children at De Zavala Elementary School was identified as one of great importance. Efforts were made to reach the language needs of the children through a psycholinguistic program using a Bilingual teacher, a teacher's aide and mother volunteers. It was hoped that the children could also be helped on motor-perceptual skill building equipment. The program was planned and executed and the children did gain functional, basic language skills so that they could better participate in their regular classrooms. The results were satisfactory and it was discovered that Non-English speaking mothers could help the children on the motor-skill equipment, and become personally involved in the school program as a result of this service to their children.

ORAL LANGUAGE AND MOTOR SKILLS FOR NON-ENGLISH SPEAKING CHILDREN

by Effie Mae Davis[1]

IDENTIFYING THE PROBLEM

Ninety-six first grade pupils from an inner-city school in a city of over 700,000, were screened by the school district's testing services to identify those pupils who had language and learning difficulties.[2] Phase II, an in-depth study of test results of the school, revealed that twenty, or more, of those pupils with "high-risk" scores had difficulty with oral English expression, and in understanding instructions given other than in Spanish. It was felt that this group, as second grade pupils, would benefit from a program of intensified oral English. These Non-English speaking pupils were residents of the community, and were not eligible for additional oral language instruction, such as is found in federally funded programs for children of migrant families.

---

[1] The author has worked for twenty five years with disadvantaged Mexican American children in San Antonio, Texas. She is the principal of the De Zavala Elementary School, whose 750 pupils live in a densely-populated area near the center of town.

[2] APPENDIX, p. 28. "PROCEDURE FOR SCREENING 6 Year Old STUDENTS." San Antonio Independent School District Testing Service, 1971-72. Developmental Services Program.

While there was an immediate need to create a language program to help these children to function in the second grade, it was thought that a solution should be found to identify and to assist such Non-English speaking pupils at a younger age, before they were designated as school failures, or labeled, as the district screening test revealed, as "high-risk" pupils.

CONCEPTUALIZING A SOLUTION

An oral language program was planned by the principal of the school, to include pupils from kindergarten, as well as pupils from grades one and two. The grade two pupils included were the twenty "high-risk" students discovered in the screening of the grade one pupils. Grade one and kindergarten pupils were identified easily by their class teachers as those who did not understand instructions in English. Plans included a Bilingual teacher and aides who worked with small groups of 4 to 8 pupils each school day for a time period of thirty to forty minutes. The children had intense auditory training in English and Spanish using music and rhythms. Motor skill excercises on special equipment involved all body muscles. Goals were revised as slowly, or as rapidly, as the children's skills improved. Careful progress reports were kept by both the Bilingual teacher and the pupils' class teachers for the final evaluation of the practicum, as well as to chart the development of the pupils. The philosophy for the concepts to this solutions can be found in a handbook for psychoeducational resource programs.[3]

[3] Robert E. Valett, The Remediation of Learning Disabilities, Belmont, California: Fearon Publishers, 1967.

DEVELOPING THE PRACTICUM DESIGN

The role of the principal in the planning. The principal involved the faculty in an effort to plan the Bilingual program, and then estimated the cost of supplies, equipment, and personnel, which the faculty suggested. This was explained in a written form, and submitted as a proposal for federal funds to carry out the practicum. The written proposal was submitted through the school district channels, through the Deputy Superintendent, to the office of the Director of Special Programs, then to the Office of the Superintendent. The proposal was approved and the necessary federal funds were allocated. Personnel were hired and supplies were ordered for the practicum.

The implementation of the design. The new bilingual personnel were introduced to the faculty and the bilingual teacher spent a week observing those pupils in their classrooms, which were identified by the class teachers as those in need of language development. The pupils were ranked according to those in greatest need, and small groups were planned by the bilingual teacher so that she could work with those on a similar developmental level. Schedules were arranged so that pupils could be moved from classrooms to the bilingual workroom. Grouping remained flexible and pupils were moved as progress was noted. The bilingual teacher continued to observe pupil behavior and oral language responses in their classrooms, and as often as possible, the class teachers came to observe pupil behavior in the bilingual workroom.

The provision for further evaluation. The bilingual teacher designed a monthly report to class teachers which would show pupil progress.

These progress reports to the class teachers were revealing and indicated that children were responding- in Spanish and trying to respond in English when they returned to Non-Spanish speaking class teachers. Progress reports to parents from class teachers also showed improvement for the pupils who were in the bilingual class workroom sessions.

The participants in the practicum. In order to design and implement the practicum, the joint efforts of the following were required: the principal; 9 teachers: kindergarten (3); grade one (3); grade two (3);and two Language and Learning Disabilities teachers, as resource teachers; the bilingual teacher and her bilingual teacher's aide; mothers of pupils who served as volunteer aides. In addition to the time spent for class sessions, the table below reveals that an additional 149 hours were spent on the program.

TIME REQUIRED FOR JOINT EFFORTS

INPUT	Average Time For Each Participant	Total Hours
Designing the practicum:		
Worksessions on the federal proposal	2 hours	18
Worksessions on Behaviorial objectives	4 hours	36
Worksessions on Identifying 60 pupils	2 hours	18
Designing the Progress Reports	2 hours	18
Completing monthly reports and evaluations:		
Principal, Bilingual Teacher and Aide	3 hours	9
Resetting goals and regrouping	1 hour	9
Final evaluation and appraisal of progress		
Teachers	1 hour	12
Mothers	1 hour	6
Principal, as writer	90 hours	90
Bilingual supervisor, as evaluator	2 hours	2
Total		218

Facilities and other needs. An unused classroom was made available. All of the equipment in the audio-visual center of the school was available. Specific items were permanently located and kept in the bilingual workroom for daily use.

Piano and bench
Phonograph and cassette players
Recorders, tape and cassette
Film-strip projector
Overhead projector
Motor-skill development equipment(see drawings in Appendix[4])
Film screen
Teacher's desk and chair
Pupils' tables and chairs
Visitors' chairs

The following equipment was available for use from the audio-visual center of the school: 8 mm. and 16mm. movie projectors, 8mm. camera and film, Listening stations with 8 head-set-phones. Materials and equipment for duplicating progress reports and pupil work materials was available from the work center of the school: mimeograph machine, spirit-duplicator, xerox copy-machine, primary typewriter, standard typewriter, opaque projector.

The time factor. The practicum involved the appraisal of a bilingual program which began in October 1972, and ended in April 1973. The appraisal of the program was necessary to determine whether or not the program, or a like program, should be continued for the ensuing year. The preparation of this appraisal concluded the practicum.

EVALUATION OF THE PRACTICUM

Criteria for evaluation. The practicum results were determined by

[4]APPENDIX, Perceptual Motor Skill Equipment, Illustrations, pp. 29-30.

a study and analysis of pupils progress reports,[5] and by class teachers' reports to parents of work done in the regular classes. The analysis and evaluations are presented in this study, beginning on page 8.

ANALYSIS OF THE PRACTICUM

Goals and objectives. The practicum was executed according to the design set by the teachers, under the direction of the principal. The adults were cooperative and enthusiastic. Parents and teachers could actually see the development, as the shy and reluctant children began to listen and to respond to the bilingual teacher. The goals and objectives, as originally planned were met; however the plans had to be revised constantly as the growth of the pupils became evident and as the pupils were regrouped. This was expected outcome, but several unexepected events also occurred.

Unplanned results of the practicum efforts. The practicum design did not anticipate the willingness of Non-English speaking mothers to serve as volunteer helpers. Their pride and enthusiasm in the children's accomplishments on the motor-skill equipment gave unexpected motivation for the pupils. Three Non-English speaking mothers were welcomed first, as visitors, then as helpers and daily participants in the practicum. They continued to assist the teacher until the end of the practicum on the motor-skill development equipment.

A second performance objective, not in the original design of the practicum, came about at the request of the P.T.A. President, and some of the school's mother volunteers, who visited the bilingual classes and observed

[5] APPENDIX, Progress Reports to Class Teachers, p. 31.

the program in session. The second grade pupils, for whom the program was originally planned, were asked to give a demonstration at a night meeting of the Parent Teacher Association. It was significant that a large number of Non-English speaking parents came to see their children on the stage. There was Television coverage of this meeting on the local Spanish-speaking Television station.

The Bilingual supervisor of the school district invited visitors to see the classes in progress; and the Health and Physical Education Director visited to see how the pupils were using the motor-skill development materials. He asked the bilingual pupils to demonstrate the use of the equipment to other pupils in their classrooms.

The Television station directors asked the teacher to plan and present a thirty minute program, using the children to show the design and use of materials in the program. The program was tele-taped and was scheduled for six re-runs. The Non-English speaking mothers, under the direction of the Bilingual teacher, made the costumes for the pupils to wear on the program. After these programs, these mothers were present in greater numbers at P.T.A. activites. The President asked the secretary to make a chart of their attendance, and a table showing the increased involvement of Non-English speaking mothers appears in the Appendix.[6]

EVALUATING THE PRACTICUM RESULTS

The practicum did improve the oral language and motor skills of the Non-English speaking children and a comparative study has been made which showed the realization of the goals. The data for criteria is

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[6] APPENDIX, "PARENTAL-INVOLVEMENT OF NON-ENGLISH SPEAKING PARENTS IN ATTENDANCE AT PARENT-TEACHER MEETINGS, 1973." p. 32.

drawn from the permanent files of the school, and may be used for future reference or study.

Treatment of the Data.

The data was compiled from four sources:

1. Summaries of 96 Bilingual Pupil Progress Report Sheets
2. Eight class grade sheets recorded by class teachers
3. Grades as reported to Parents on Report Cards
4. An Overview of Faculty Opinion on the Bilingual Program

In an effort to compile and tabulate the evidences of progress so that the reader can assess and evaluate the worth of the program quickly, tables have been created which contain this information. To analyse these tables, bar-graphs are used to illustrate and assist in the interpretation of the data.

Analysis and Interpretation of the Data.

TABLE 1 is an explanation of the determinant for eligibility into the Bilingual Program, the ability to understand and follow instructions in English. The development of the pupils in this ability is also shown on TABLE 1. No formal linguistic test was given to determine entrance, the pupils were chosen through observations of their class teachers. Those peers who understood enough English to follow directions of their class teachers were not included, but were rated Yes - "Y" by their Kindergarten teachers. A pupil who understood at least 50% of the time was given an "S" - Sometimes rating. Those who were rated Not Yet, "N", could not follow instructions in English. These "N" pupils are those 28 pupils who were placed in the Bilingual classes in September.

In October, at the end of the first grading period, TABLE 1 shows that 5 pupils were responding at least 50% of the time and were graded "S" by their class teachers on their return to class work. Twenty-three were rated as Not Yet, "N", by their class teachers. By December, 10 were rated "S", and 18 were NOT Yet functioning and rated "N". In March, when the third reporting period ended, 21 pupils could now follow directions at least 50% of the time. The Bilingual teacher and class teachers felt that the three pupils who were still unable to function in English or in Spanish should be referred to the speech theraphist. At the final reporting period in May, there was much progress in language development. TABLE 1 shows the three who were responding only 50% of the time, and also the three who were referred to the speech theraphist for evaluation. These three were later referred to the District Learning Center for psychological testing, complete physical examinations and further evaluation, for possible learning difficulties. The Bilingual teacher deserved the credit for the early identification of these pupils who had special problems.

TABLE 1 : COMPILATION

SURVEY: Ability To Follow Directions

Rating Scales	KINDERGARTEN TOTALS			FOUR GRADE REPORT PERIODS			
	Regular	Biling.	SEPT.	OCT.	DEC.	MAR.	MAY
Yes Y	26	0	26	40	47	46	63
Sometimes S	14	0	14	5	10	21	3
Not Yet N	0	28	28	23	18	3	3
TOTALS	40	28	68	68	75	70	69

TABLE 2 is a compilation of grades of first year pupils showing their ability to follow directions, using the rating scale used on first grade report cards:

Satisfactory	S	Same as on the Kindergarten Rating Scale
Improvement Needed	I	Functioning at least 50% of the time
Unsatisfactory	U	Not yet able to function

In September there were 16 pupils who entered the first grade who did not understand English. These pupils were placed in the Bilingual classes. TABLE 2 shows that first grade pupils made less progress than did the Kindergarten pupils. At the end of the first reporting period in October, the 16 were still being rated by their class teachers as Unsatisfactory. By December, there were 5 children who were rated as responding at least 50% of the time, and eleven were still rated unsatisfactory. The March grade report showed definite progress of all but one child. This boy had been a student of the speech theraphist since September, for a pronounced speech defect. The school staff decided to refer this boy to the Learning Center for additional evaluation.

TABLE 2 COMPILATION

SURVEY: Pupil Ability To Follow Directions

Rating Scales	GRADE ONE		TOTALS	FOUR GRADE REPORT PERIODS			
	Regular	Biling.	SEPT.	OCT.	DEC.	MAR.	MAY
Satisfactory S	53	0	53	60	64	69	69
Impr. Needed I	7	0	7	0	5	6	3
Unsatisf'ory U	0	16	16	16	11	1	1
TOTALS:	60	16	76	76	80	76	75

TABLE 3 is another compilation for second grade pupils, showing the ability to follow directions. In September, 15 of 76 Grade Two pupils could not understand English, and these were those 15 placed in the Bi-

lingual classes. By October, two of these pupils had made such progress that they were returned to their regular classes, and their teacher sent two late-entry pupils in their places. Only on the second grade level were pupils interchanged in this manner. In every case, late entries placed in the Bilingual classes were found to be overage pupils with a great history of poor school attendance.

TABLE 3: COMPILATION

SURVEY: Pupil Ability To Follow Directions

Rating Scales		GRADE T W O TOTALS			FOUR GRADE REPORT PERIODS			
		Regular	Biling.	SEPT.	OCT.	DEC.	MAR.	MAY
Satisfactory	S	65	0	65	70	85	72	71
Improv. Needed	I	0	0	0	3	3	7	11
Unsatisfactory	U	0	15	15	12	12	8	4
TOTALS		65	15	80	85	90	87	86

TABLE 4 summarizes Oral Language Development according to Progress Reports to the Kindergarten Class teachers from the Bilingual teacher. The rating scale used was: Excellent, Good, Fair, Weak and Poor. In order to make the figures on TABLE 4 more meaningful, bar-graphs have been made so that the reader can easily see the parallel progress in English and in Spanish. These graphic analyses are presented in this sequence: TABLE 5 shows language growth in ENGLISH, and TABLE 6 shows language growth in SPANISH. The number of pupils receiving each rating are shown. The graphs show the effectiveness of the Bilingual program conclusively. To paraphrase a popular statement,"One graph is worth a thousand words!" The graphs show growth parallels in English and in Spanish.

TABLE 4

S U M M A R Y

ORAL LANGUAGE DEVELOPMENT

ITEM: SPANISH AND ENGLISH - KINDERGARTEN

Rating Scale	S P A N I S H				E N G L I S H			
	Oct.	Dec.	Mar.	May	Oct.	Dec.	Mar.	May
Excellent	0	0	0	12	0	0	0	12
Good	1	2	5	5	0	0	10	5
Fair	6	6	13	3	10	10	11	3
Weak	18	17	3	2	15	16	2	2
Poor	3	3	3	1	3	2	1	1
TOTALS	28	28	24	23	28	28	24	23

The kindergarten enrollment declined due to transfer of pupils from the school. In some cases, late-entries were placed in vacancies; but the determinant remained the same, the ability to speak English. The pupils interchanged were second grade pupils, only.

TABLE 5

ORAL LANGUAGE DEVELOPMENT

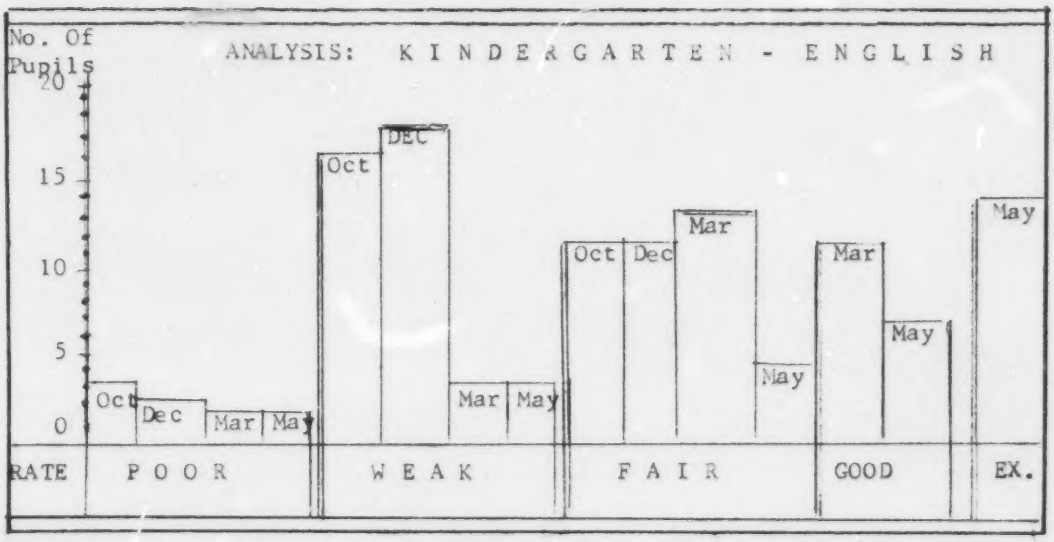


TABLE 6

ORAL LANGUAGE DEVELOPMENT

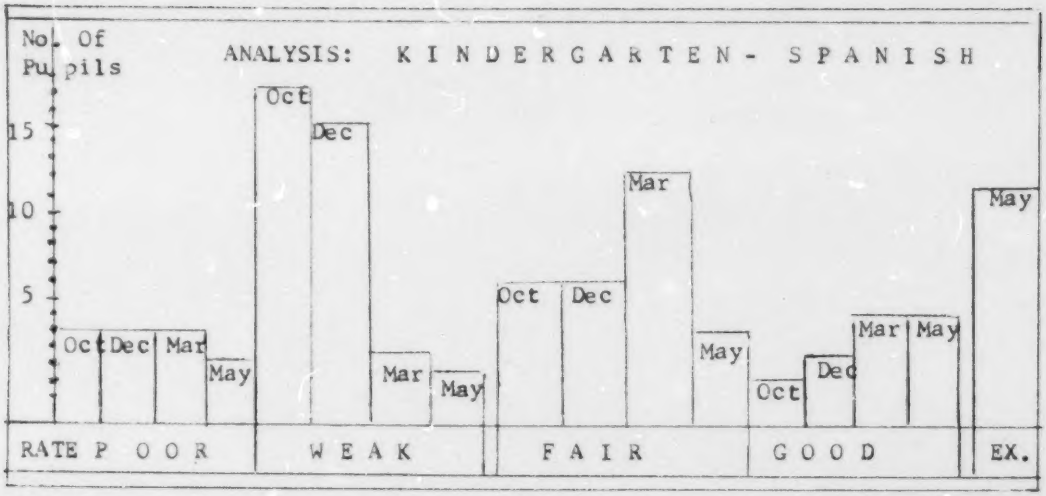


TABLE 7 summarizes from Progress Reports the ratings in oral language development in Engliah and in Spanish. The most significant data of the practicum is that there were no pupils rated Poor, by the third reporting period in March; and that nine pupils rated as Excellent in Spanish, and six rated as Excellent in oral English by the end of the last (May) reporting period.

TABLE 7

S U M M A R Y

ITEM: SPANISH AND ENGLISH - GRADE ONE

Rating Scale	S P A N I S H				E N G L I S H			
	Oct.	Dec.	Mar.	May	Oct.	Dec.	Mar.	May
Excellent	0	0	0	9	0	0	0	6
Good	0	1	16	4	0	1	13	5
Fair	0	5	4	3	0	5	6	3
Weak	7	7	0	0	8	6	1	3
Poor	9	4	0	0	8	5	0	0
TOTALS:	16	17	20	17	16	17	20	17

TABLE 8 and TABLE 9 are prepared from the tabulation of grades on Progress Reports, as shown on TABLE 7. The graphic analyses indicate similarities in growth development in English and Spanish. They show the greatest improvement in March. It is significant that more than 50% of the pupils earned the mark of Excellent in Spanish pronunciation and understanding. Growth parallels can be seen on the graphs.

TABLE 8

ORAL LANGUAGE DEVELOPMENT

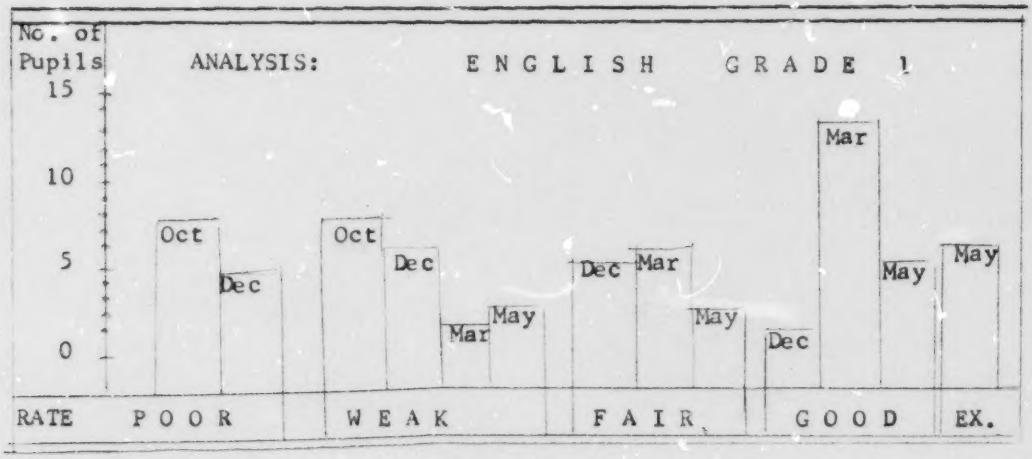


TABLE 9

ORAL LANGUAGE DEVELOPMENT

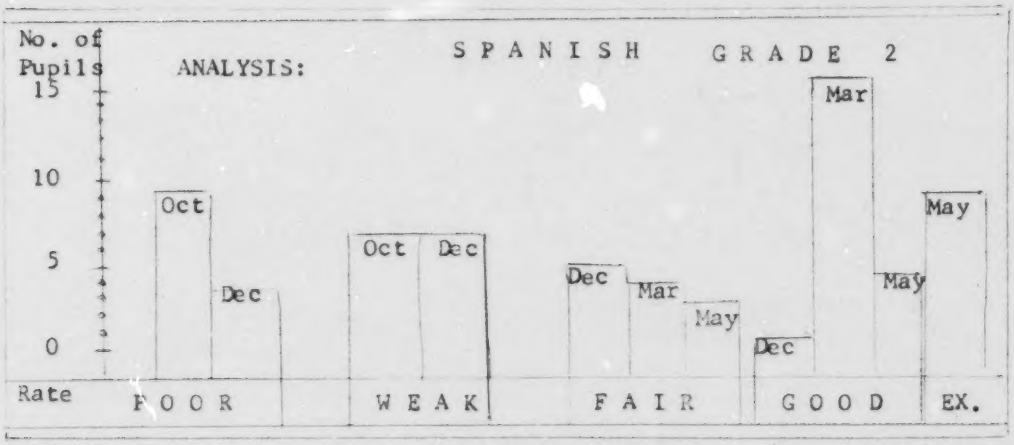


TABLE 10 is a summary of the grades given to second grade pupils by the Bilingual teacher. These grades, taken from the Progress Reports, show oral language development in Spanish and in English. It must be noted that progress with the second grade pupils was very slow. None of them spoke sufficient English, or could follow instructions. They were not well behaved, and all of them had poor records of attendance at other schools. There appeared to be more pupil mobility at the second grade level, that is to say, transfers from and into the school. In October, two pupils from Mexico entered the school. They had attended second grade, but did not speak English. These two filled vacancies in the Bilingual room, left by two pupils who had transferred to other schools. The two pupils from Mexico made rapid progress and were rated Excellent in Spanish at the March report; however neither rated Excellent in English, at any time.

TABLE 10

SUMMARY

ORAL LANGUAGE DEVELOPMENT

ITEM: SPANISH AND ENGLISH - GRADE TWO

Scale	SPANISH				ENGLISH			
	Oct.	Dec.	Mar.	May	Oct.	Dec.	Mar.	May
Excellent	0	0	2	8	0	0	0	3
Good	0	2	5	5	0	2	7	7
Fair	0	2	5	1	0	2	5	3
Weak	3	9	3	1	3	8	3	2
Poor	12	2	0	0	12	3	0	0
TOTALS	15	15	15	15	15	15	15	15

TABLE 11 and TABLE 12 are graphic analyses of the information shown on Summary Of Progress Reports, TABLE 10. They show the development of Oral language. The parallel growth in both languages should be noted. Improvement was first seen in Spanish pronunciation and then in English.

TABLE 11

ORAL LANGUAGE DEVELOPMENT

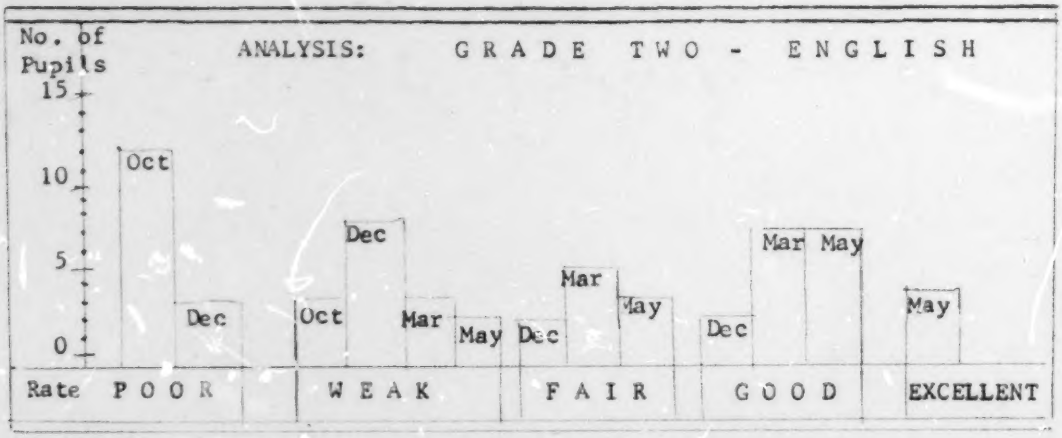


TABLE 12 shows oral language development in Spanish. The Excellent Spanish pronunciation of the pupils from Mexico, assisted the Bilingual teacher, for they served as models for the other pupils.

TABLE 12

ORAL LANGUAGE DEVELOPMENT

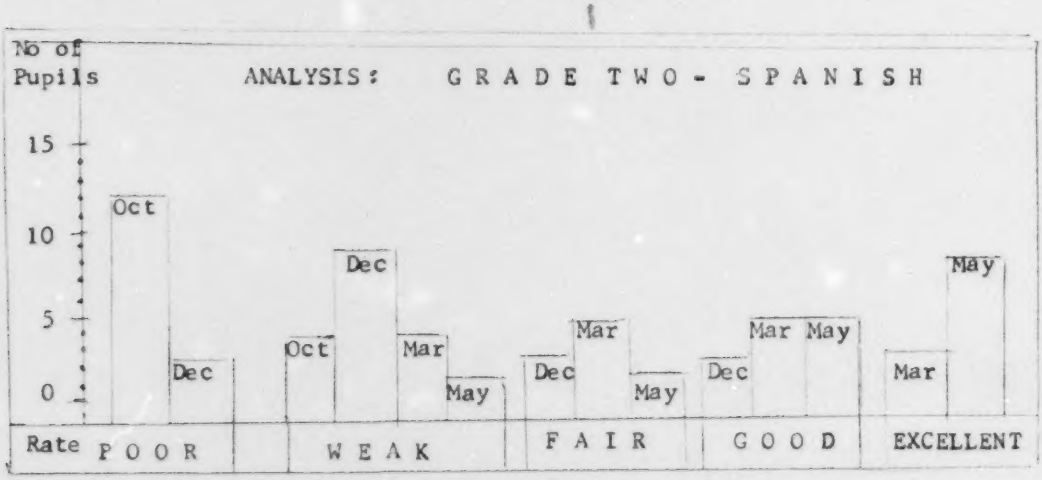


TABLE 13 is a summary of the Progress Reports showing the Motor Skill Development of the Kindergarten pupils, as reported by the Bilingual teacher to the class teachers. The rating scale used is: Excellent, Good, Fair, Weak and Poor. The pupils were rated in October, December, March and May. Three basic skills were rated: skipping, jumping and marching.

TABLE 13

SUMMARY

PROGRESS REPORTS TO KINDERGARTEN

ITEM: MOTOR-SKILL DEVELOPMENT

SKILLS	SKIP				JUMP				MARCH			
	Oct.	Dec.	Mar.	May	Oct.	Dec.	Mar.	May	Oct.	Dec.	Mar	May
Rating												
Excellent	0	0	0	22	0	0	5	5	0	0	1	8
Good	0	12	24	1	0	0	6	4	0	6	12	6
Fair	0	7	0	0	0	6	2	5	0	8	6	7
Weak	5	6	0	0	2	19	11	9	1	10	4	2
Poor	23	3	0	0	26	3	1	0	27	4	1	0
TOTALS	28	28	24	23	28	28	24	23	28	28	24	23

TABLE 14 is a bar graph of the summary information concerning the motor skill of skipping. The pupils developed in coordination and in a sense of balance. All were rated as Good, or Excellent, by the end of March. TABLE 15 summarizes the information on the motor-skill of jumping, and shows by the graph the development of the pupils. TABLE 16 shows the number of pupils who could march, in time to music, and to and fro at vebal commands to move in certain directions. Oral language and motor-skills were developed simultaneously. As they marched, they counted in Spanish and in English, or said "Left, right,left right."

TABLE 14

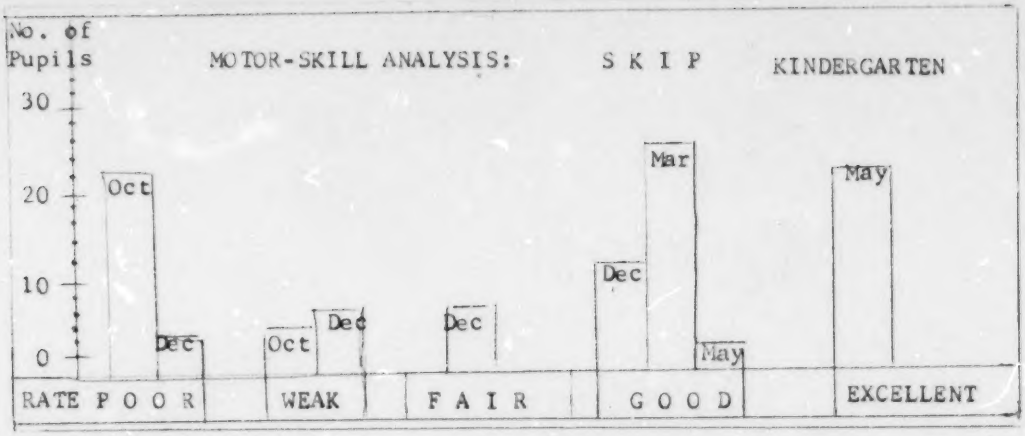


TABLE 15

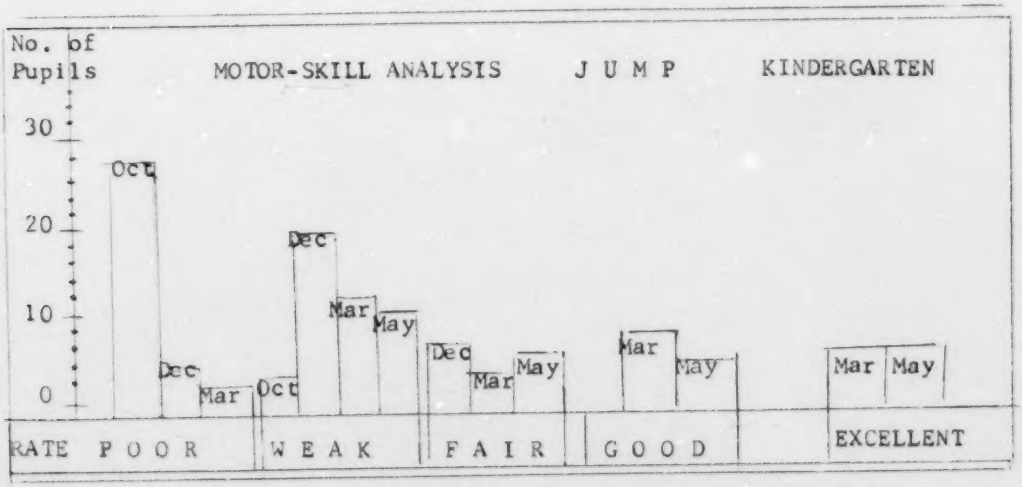


TABLE 16

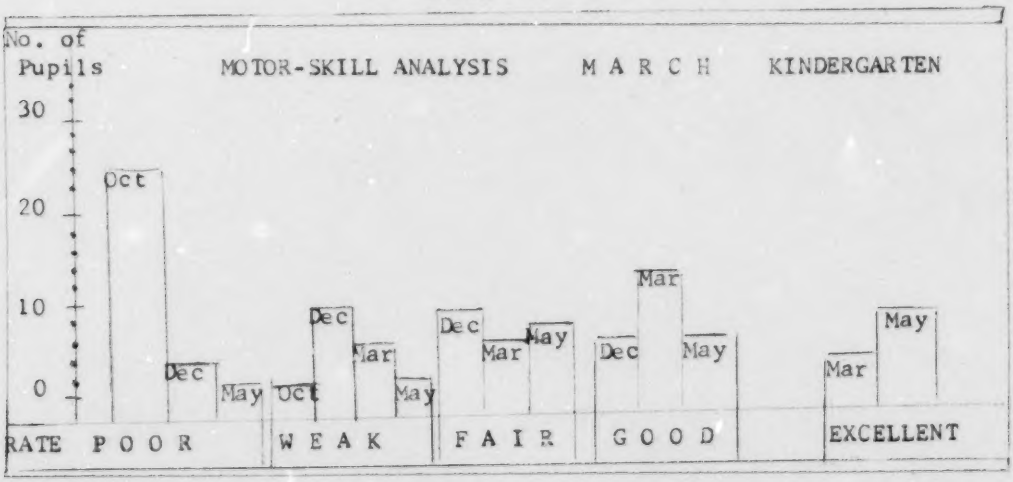


TABLE 17 summarizes the Progress Reports of the grade one pupils in the area of Motor Skill Development, as reported by the Bilingual teacher to the class teachers. It should be noted that by the end of the March grading period, none of the pupils were rated as Poor, and except for one student, none were rated as Weak, all were above in their motor abilities.

TABLE 17

S U M M A R Y

PROGRESS REPORTS TO GRADE ONE

ITEM: MOTOR-SKILL DEVELOPMENT

SKILLS	S K I P				J U M P				M A R C H			
	Oct.	Dec.	Mar.	May	Oct.	Dec.	Mar.	May	Oct.	Dec.	Mar.	May
Rating												
Excellent	0	0	0	0	0	0	0	7	0	0	1	9
Good	0	5	11	16	0	0	10	6	0	3	10	7
Fair	2	6	9	1	4	4	9	3	3	2	5	1
Weak	3	3	0	0	2	5	1	1	3	5	0	0
Poor	11	3	0	0	10	8	0	0	10	7	0	0
TOTALS	16	17	20	17	16	17	20	17	16	17	20	17

TABLE 18 is a bar graph depicting the motor-skill of skipping for the first grade. While none of the pupils received the mark of Excellent, it should be noted that all but one child had progressed to Good.

TABLE 19 is a bar graph depicting the motor-skill of jumping for the first grade. In this skill a sense of balance must be developed, and this lack hindered progress of the least coordinated first grade pupils.

TABLE 20 is a bar graph depicting marching. This ability involved pacing to music rhythms and developed balance and ear-training. Nine pupils reached Excellent by the end of the school year.

TABLE 18

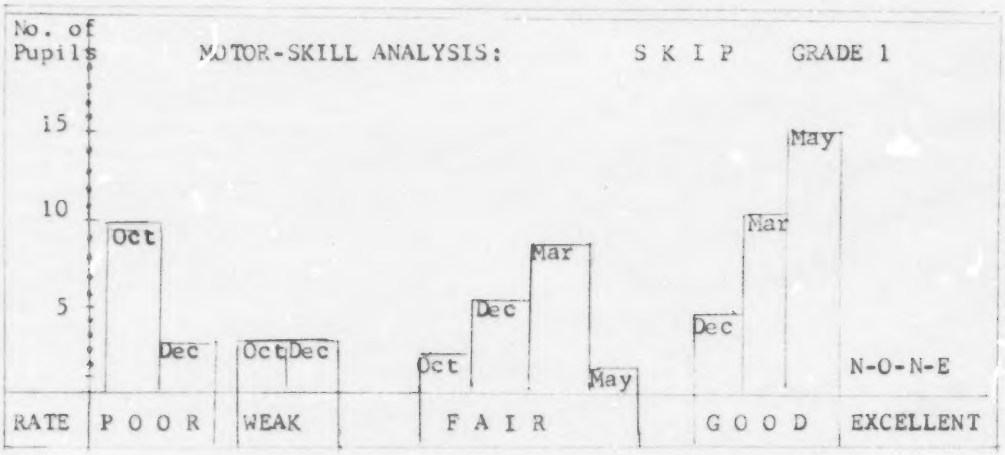


TABLE 19

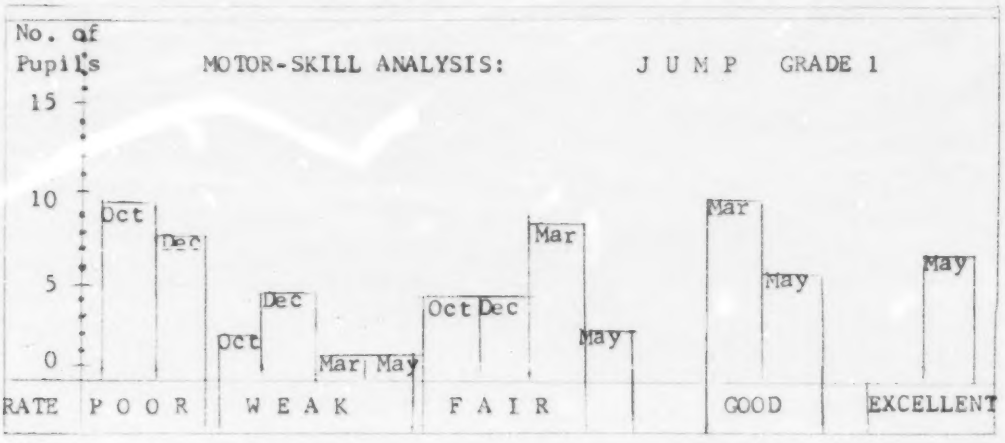


TABLE 20

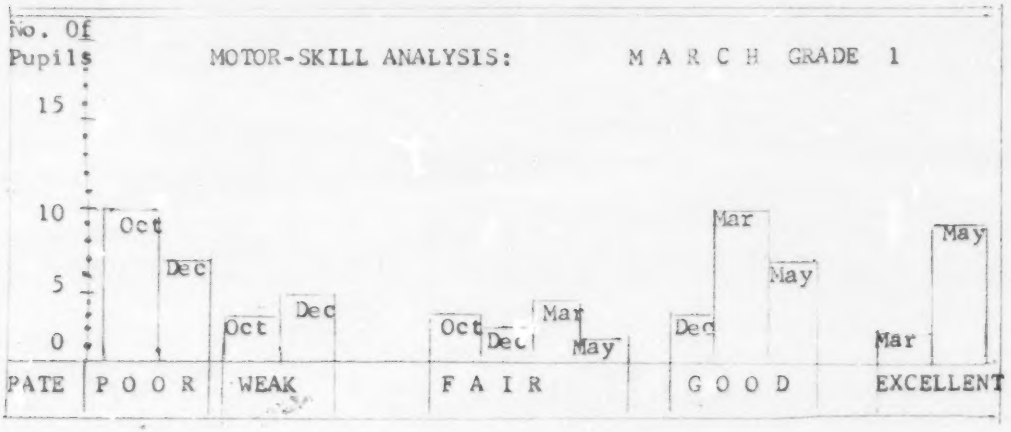


TABLE 21 summarizes the Motor-Skill Development for the second grade pupils, as presented on the Progress Reports to their class teachers from the Bilingual teacher. These second grade pupils showed great progress. While they did not have the sense of balance required for jumping, nor the muscular ability to coordinate their own movements to music rhythms, their eagerness and enthusiasm had not been shown for anything else, and this indicated further need in the use of the equipment. By the end of the May grading period, eleven pupils were able to bounce a ball and count the bounces, according to specific commands in English and in Spanish. For the second graders this was Excellent; their attendance improved.

TABLE 21

S U M M A R Y

PROGRESS REPORTS TO GRADE 2

ITEM: MOTOR-SKILL DEVELOPMENT

SKILLS	S K I P				J U M P				M A R C H			
	Oct.	Dec.	Mar.	May	Oct.	Dec.	Mar.	May	Oct.	Dec.	Mar.	May
Rating												
Excellent	0	0	0	15	0	0	0	5	0	0	1	11
Good	0	6	15	0	0	3	12	7	0	3	10	3
Fair	0	5	0	0	0	5	3	1	0	2	4	1
Weak	3	2	0	0	8	7	0	1	0	8	0	0
Poor	12	2	0	0	7	0	0	1	15	2	0	0
TOTALS:	15	15	15	15	15	15	15	15	15	15	15	15

TABLE 22 is a graphic explanation of the motor-skill of skipping for the second grade pupils as reported on the Progress Reports by the Bilingual teacher. TABLE 23 explains the motor-skill of jumping. TABLE 24 is a graphic explanation of progress in the motor-skill of marching.

TABLE 22

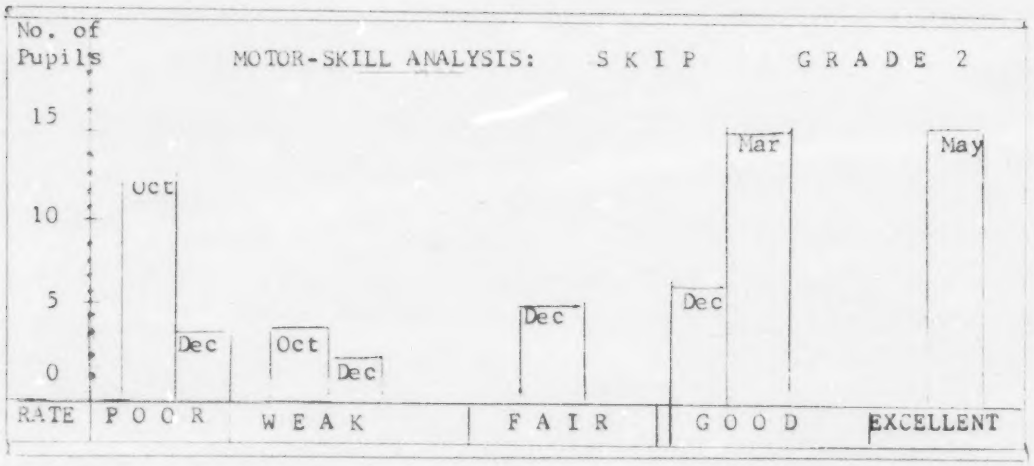


TABLE 23

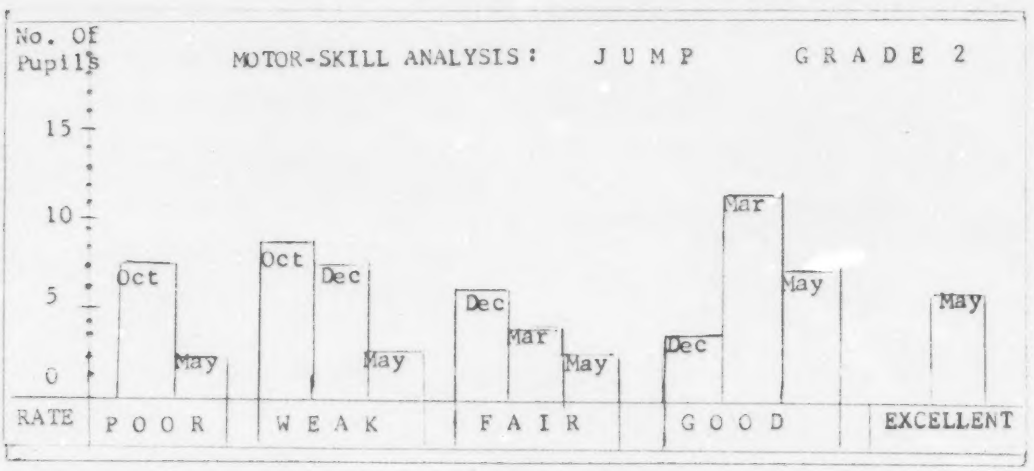
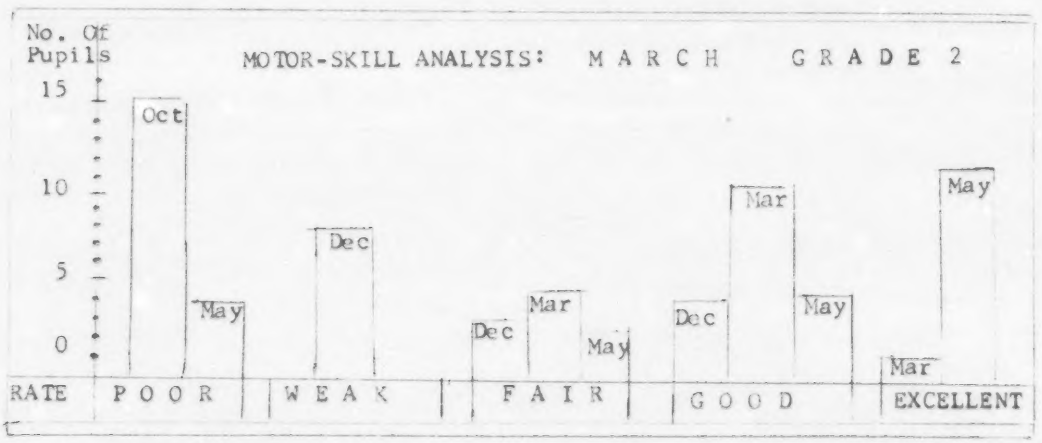


TABLE 24



Significance of the Data. From the tables and graphs, the faculty analysed and discussed the results of the program. There were many implications for future study and consideration:

1. 96% of the Kindergarten and Grade One pupils had reached FAIR, or better ratings, by the March grading period. (See page 12, TABLES 4 and 5)
2. The second grade pupils were slowest to improve. In March, all 15 still rated as follows: 8 Unsatisfactory, 7 Improvement Needed. (See TABLE 3, page 11)
3. By March, no Kindergarten pupil rated POOR, and six were rated as Excellent. (See TABLE 5, page 12.)
4. The graphic analyses show parallel growth patterns in both languages---within the grade level. (See TABLES 8 and 9, page 14)
5. The graphic analyses show parallel growth patterns in all three motor skills, within the grade level.(See pp.18,20 and 22)
6. In some instances, motor-skills and language skills have common growth patterns within the grade level. (Compare TABLE 5, p.12 with TABLES 14,15, and 16 on page 18)
7. Four kindergarten children were evaluated for possible learning disabilities before the usual time for screening in the first grade.
8. Kindergarten and First Grade graphs show the high peak of improvement by the end of the third reporting period, and that maximum learning took place before the last reporting period. (See pp. 12,13,14,18, and 20.)
9. Second grade pupils follow learning patterns of Kindergarten pupils in Second Grade Motor-skills only. (See pp. 18 and 22 for these similarities)
10. Second grade language growth patterns are parallel with each other, but not with other pupils' learning patterns. (page 16)
11. Second grade pupils were surpassed in language improvement by the other students. The younger pupils appeared to progress farther and more rapidly. (Compare TABLE 4, page 12 and TABLE 10 page 15.)
12. Personality factors may have been reasons second graders were surpassed: Being over-age, having poor attendance at prior schools, having poor attendance at De Zavala school, having poor self-images.

13. The cooperation and support of the faculty may have been a factor in the success of the program, as they had been involved in the planning.

14. The personality and training of the Bilingual teacher may have been a reason for the program's success.

CONCLUSIONS AND SUMMARY

Areas of Weakness. A clear weakness in the planning of the practicum was that more adults were needed to work with the children to elicit maximum verbal responses. To overcome the personnel lack, the Bilingual teacher trained, not only her own aide, who was new and inexperienced, but all the mother-volunteers who helped with audio-visual and motor-skill equipment. Also, sixth grade girls were used as escorts to and from class, and in working orally with the pupils. This training would have been of greater benefit if it could have been given to the aides before the program began, rather than the make-shift type of on-the-job training which was given as necessity dictated. It is hoped that a training program designed for these volunteer aides can be implemented. Should funds for teachers' aides not be available, training classes for mother volunteers will be under the direction of the principal. Such classes would be a continuing effort to provide a sufficient number of mother volunteers. The mothers would gain confidence in the training, and perhaps this would attract new mothers to the school, through a personal involvement in the aide program.

Areas of Strength. From the standpoint of the pupils involved, their assimilation into the life of the school was speeded. The stigmatic lack of English understanding was removed, and their attendance of 93.4% surpassed their class averages. From the standpoint of the Non-English

speaking mothers, new opportunities for involvement and understanding of school activities was afforded. It was significant that the helpful service of the mothers was not hampered by rebuttal, but their presence was encouraged. A mother does not need to speak English to help a child walk on the balance beam. Their presence did much to encourage and motivate the children.

Faculty consideration and Overview. The teachers cooperated in planning the practicum and their support meant much to the final results shown in the TABLES and GRAPHS used in the study. It was not enough to see and hear the results, as they listened to pupils formerly glum and silent. The teachers realized that facts and figures are necessary for assessments and evaluation. They looked at the records and discussed the progress of each pupil with the Bilingual teacher. Then, together the class teachers concluded that the personality of the Bilingual teacher may have been a reason for the program's success. Qualities in a teacher that are difficult to measure, but easy to identify, are needed if there is to be success with these usually shy and reluctant Non-English speaking pupils. At the end of the school year, the principal asked the cooperating teachers to write an overview of the Bilingual program. The following was written by a Kindergarten teacher. It is included because it aptly summarizes and describes what the other eight cooperating saw as they looked at the Bilingual teacher.

AN OVERVIEW OF A KINDERGARTEN TEACHER

> The class (classes) which the Bilingual teacher taught at De Zavala School were set up daily in a contagiously happy learning environment, in which the different age-groups could function at their best. Under her keen observation, the children were afforded individual attention and instruction. Because of her sympa-

> thetic understanding of their problems, their development was speeded up (accelerated.) She could readily combine the use of motor-skills with rhythms in music as she played the piano, singing in both langauges, phonics in both languages and many listening activities.
>
> The degree of improvement in the very youngest (from five and no months to five and eleven months) was slowly apparent at first, but steadily grew until the most immature child could follow a few simple directions, and communicate in both languages to a certain degree. Along with all the instructional experiences they received during the year, they are better equipped (ready) for the First grade than a class which did not receive the aforementioned opportunities. I am trying to say that their lives were enriched at a very early and vulnerable age, which we hope, will be of inestimable value to them. If only we had some way of knowing how much.
>
> ---Cora Ruth Braeutigam, "An Overview By a Kindergarten Teacher," Bilingual Records, De Zavala Elementary School Files, San Antonio, Texas.

Future Implications. Copies of the Title I requests, based on the success of the program are included in the APPENDIX on pages 33, 34 and 35. In order to continue the program at De Zavala, a budget request for additional funds would be necessary. The data and information compiled in the practicum could serve as illustrative and persuasive arguments for the continuance of the program.

If another school desired to implement a similar program, it would be necessary for the faculty and the staff to begin by assessing the needs of the children in that school. That school would find the program beneficial only if it were suitable for the needs of their pupils.

Factors Contributing to Success. To summarize, there are certain factors which possibly contributed to the success of the practicum.

1. The faculty began with the identification of "high-risk" pupils from a scientific instrument, provided by the Developmental Services of the District.

2. The program was planned based on the specific needs of these pupils to learn more English.

3. This came at a time when the Superintendent asked each school to submit proposals to meet needs of their pupils, and the teachers were ready to create a new and flexible program.

4. The plans and goals were continually revised as pupils made progress.

5. The assessments, revisions and redesigning kept the program exciting and relevant to the needs of the pupils.

6. Efforts were made to make the learning fun. (Example: 8mm color movies of class activities provided good humor and feelings of success when viewed by pupils, teachers and parents.)

7. The pupils were accepted as they were, and there was no stigma attached to participating in the classes.

Finally, the cooperative spirit that existed between the teachers, the parents, the Bilingual teacher and the school staff gave support to the happy environment that was planned to help these Non-English speaking pupils. The results deserve to be recorded, and this was the purpose of the practicum.

APPENDIX

SAN ANTONIO INDEPENDENT SCHOOL DISTRICT
DEVELOPMENTAL SERVICES PROGRAM

R E V I S E D

PROCEDURE FOR SCREENING 6 YEAR-OLD STUDENTS
FOR POSSIBLE LANGUAGE/LEARNING DISABILITIES
1971-72

In accordance with the District's commitment to the Texas Education Agency to screen the entire 6 year-old population as part of our program for identifying students with Language/Learning Disabilities, the screening measures have been prepared. Please follow this sequence:

1. The Phase I Checklist will be completed by the First Grade teachers for each child enrolled as of April 27th.

2. Count the number of check marks for each part to determine the scores. List the score for each part and the total in the spaces provided on the first page.

3. Record results on class rosters, in duplicate, arranged in order from the highest scores to the lowest.

4. On each student's CRC make the entry "L/LD Screening - April, 1972". If the child is subsequently referred for further testing, this should also be recorded.

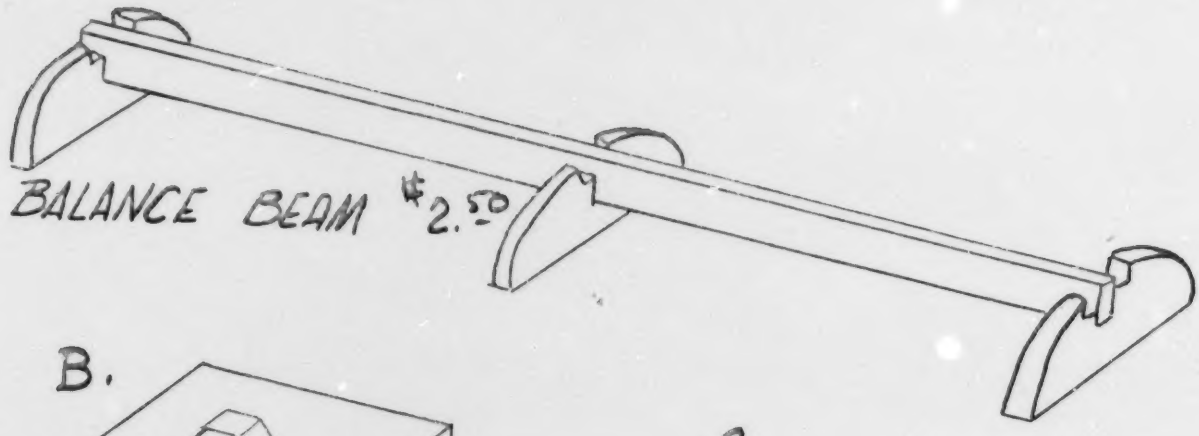
5. The completed forms, accompanied by teacher comments and recommendations, will be forwarded to the school counselor. The counselor will ascertain that booklets and rosters are arranged from high-to-low score order. Booklets from each teacher should be bound together and labeled.

6. The Counselor, Coordinator of Developmental Services, the Media Specialist, and the Principal will meet to determine the "cut-off" point appropriate for each individual school. The counselor and L/LD teacher will then list those pupils for whom further study is in order. First Grade teachers will be notified and make entry on CRC.

7. These "high risk" pupils will then be evaluated through an in-depth instrument, Phase II, by the L/LD teacher aided by the counselor. When completed, the Phase II instrument, the results from its administration and teacher's observation, along with teacher recommendations, will be forwarded by the counselor to the Coordinator of Developmental Services for consideration for official L/LD placement by the A.R.D.C. or for recommendation for psychological testing.

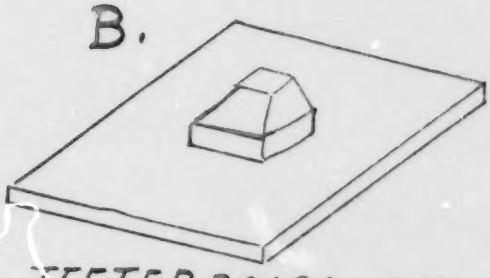
We appreciate the cooperation of the principals, the counselors, the L/LD teachers, and, especially, the first grade teachers in assisting us to meet the District's commitment to screen the entire 6 year-old population.

A.



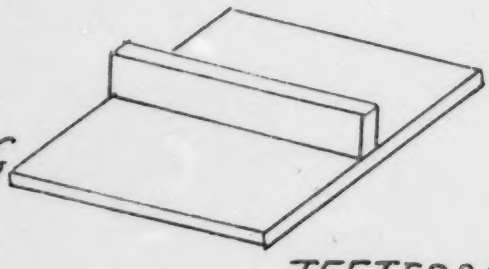
BALANCE BEAM $2.50

B.



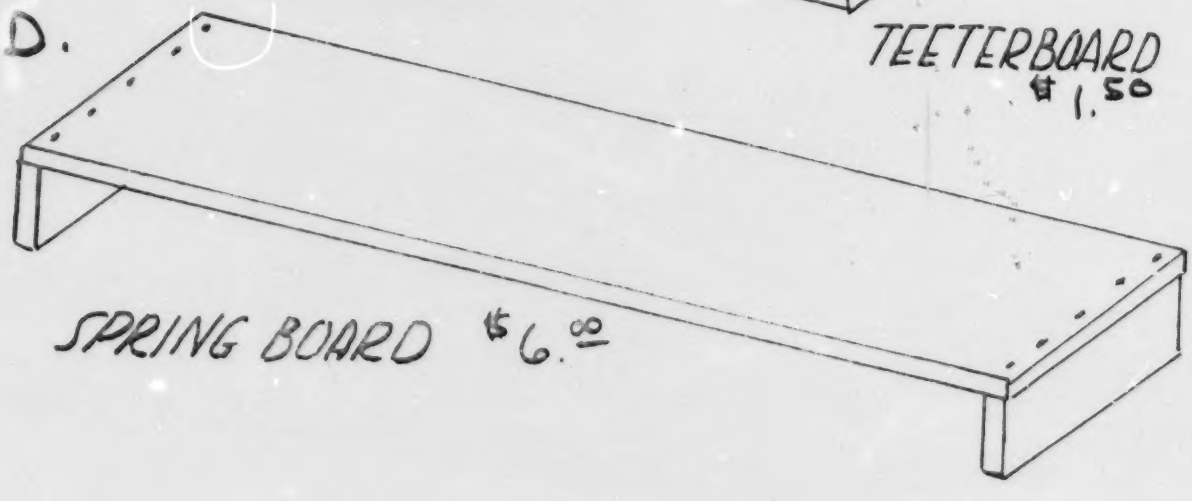
TEETERBOARD, ROTATING $1.50

C.



TEETERBOARD $1.50

D.

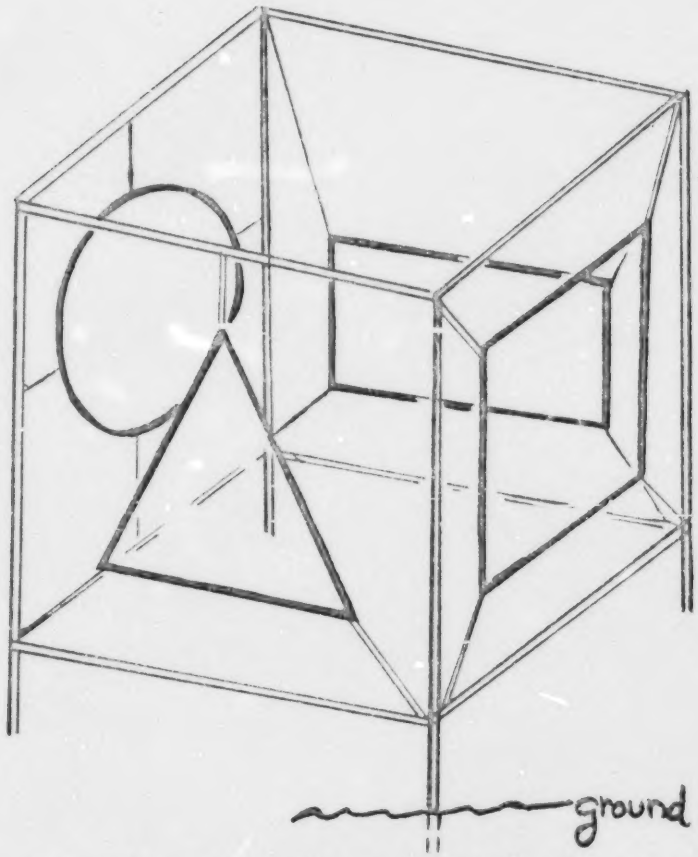


SPRING BOARD $6.00

FAISD PMS EQUIPMENT

-1973-

F.



$25.00

METAL OUTDOOR PERCEPTUAL SKILLS CUBE

REVISIONS IN
MONTHLY PROGRESS REPORTS
TO CLASS TEACHERS FROM THE BILINGUAL TEACHER

Rating Scale: (Unchanged)
Excellent
Good
Fair
Weak
Poor

OCTOBER TO FEBRUARY

Pupil Name	MOTOR SKILLS				PRONUNCIATION	
	Skip	Jump	March	Rhythmic	Spanish	English
1.						
2.						
3.						
4.						

MARCH

Pupil Name	MOTOR SKILLS					PRONUNCIATION	
	Skip	Jump	March	Rhythmic	Bounce Ball Right Hand	Spanish	English
1.							
2.							
3.							

APRIL

Pupil Name	MOTOR SKILLS						LANGUAGE DEVELOPMENT	
	Skip	Jump	March To And From A Directed object	Rhythmic	Bounce Ball To Specific Directions		Spanish	English
					English	Spanish		
1.								
2.								
3.								
4.								

PARENTAL INVOLVEMENT
OF NON-ENGLISH SPEAKING PARENTS
IN ATTENDANCE AT P.T.A.
MEETINGS
1972 - 1973

Attendance At Meetings	Before Program	After Program in January by Bilingual Classes
October	11	
November	9	
December	16	
January		43 *
February		18
March		29
April		30
May		32

*High attendance for non-English speaking parents. They came to hear and see their own children on the program. They discovered that the business meeting of the P.T.A. was translated into Spanish and they came again. At this program the Bilingual teacher expressed the wish for mothers to volunteer to help with the program and from this request, some capable volunteers came into the program.

SCHOOL De Zavala Elementary #121

1973-1974 BUDGET REQUEST
for
COMPENSATORY PROGRAMS (TITLE I)

Title and Kind of Program: Psycho-Linguistic Language For Non-English Speaking Kindergarten Pupils

Pupil Needs to be Served: INTENSIVE LANGUAGE AND MOTOR-SKILL DEVELOPMENT

Brief Description of Program:

Pupils would be served by a bilingual teacher who would work with small groups of 4 or 5 children. They would be given auditory training and motor skill development, so that they could function in the Kindergarten with greater ease and less tension. The program would be one of pre-readiness, for the least mature and would have oral and muscular development, with instructions from Spanish to English. Songs, rhythms and games would be used to support the growth of the child into a more secure and confident pupil. The program would be psycho-linguistic in nature and would contain much self-imagery.

Budget Code	Personnel
111	Bi-Lingual Teacher
	Professional writer-artist
	(See Proposal for Staff Dev)
112	16 days
113	Substitutes
	~~Bi-Lingual Aide~~
	Clerks and Aides
	Contracted Services (In-Service)
	BiLingual Media Specialist
213	
	Consultants
	Supplies and Materials

SCHOOL De Zavala Elem. #121

1973-1974 BUDGET REQUEST
for
COMPENSATORY PROGRAMS (TITLE I)

Title and Kind of Program: PROGRAM FOR TRAINING MOTHER-VOLUNTEERS AS READING AIDES

Pupils Needs To Be Served: Individual help for pupils under the direction of the teachers

Brief Description of the Program:

Parent volunteers would be trained in the handling of professionally made reading materials; in the making and creating of reading materials.

The program would be designed to enlist parents to aide those students who are not eligible for other Special Services, as provided by the school district. (MBI, EMR, TMR, AA, etc.)

The program would use the Teacher-Trainer as a liason who could enlist volunteer help, and also could conduct a reading program for those pupils who needed supportive instruction.

Parent volunteers would be trained to tutor pupils in their homes.

Budget Code	Personnel
111	Reading Specialist (The Teacher-Trainer)
	Writer to develop materials
112	16 days
	Substitutes
113	Typist
	Clerks & Aides
141	24 part-time parent aides
	Contracted Services (In-Service)
213	Tutor-Coordinator
	Part Time

SCHOOL De Zavala Elem. #121

1973-1974 BUDGET REQUEST
for
COMPENSATORY PROGRAMS (TITLE I)

Title and Kind Of Program MOTOR-PERCEPTUAL SKILL TRAINING AND MUSCULAR DEVELOPMENT

Pupil Needs To Be Served: A Program to train teachers and aides in the use of equipment for fine-motor and large and small muscle development

Brief Description of the program:
A full-time physical education teacher to work with 15 primary class groups by training teachers in the development of motor-perceptual skills and playground equipment.

Disadvantaged children have small or no play areas at home and their limited space afford little opportunity for running or excercising. The street provides an unsafe place for physical development.

The proven correlations between poor readers and poor muscular development of these students are the basis for this requested program.

Budget Code	Personnel
111	Full-time Phys. Ed teacher for Primary Grades
	(See Staff Development)
112	8 days
	Substitutes
	Bilingual Aide for Motor-Skill
113	Equipment
	Clerks and Aides
141	
639	Repair Motor-Skill Limbo poles
	Replaced Furniture and Equipment